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ABSTRACT

From 1976-79, over 46,000 Wisconsin youth left high school before receiving a high school diploma, a number reflective of a national trend. Research has documented dropout characteristics, their reasons for leaving school, and the consequences of their decisions, but little effort has been made to examine ways in which schools and communities attempt to deal with potential dropouts. The existing programs in Wisconsin designed to assist potential dropouts were identified and cataloqued to develop a model for comprehensive dropout prevention strategies. Telephone and mail surveys, site visits, and reviews of school program reports were conducted with school administrative personnel and community-based agency coordinators. Results suggested a dropout intervention strategy which would: (1) be student-centered; (2) offer a variety of services and activities; (3) provide school and community programs at the K-12 level; and (4) use preventive and therapeutic counseling techniques. (Author/HLM)

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DROPOUT PREVENTION:
WHAT ARE THE EFFECTIVE INGREDIENTS?

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DROPOUT PREVENTION: WHAT ARE THE EFFECTIVE INGREDIENTS?[1]

In the last three years over 46,000 Wisconsin youth left school prior to receiving a high school diploma. The percentage of Wisconsin youth who fail to complete high school has been gradually increasing for the past ten years. Understandably, concern for the growing problem of dropping out is shared by government officials, educators, business, industry, and labor, and the population at large. In our complex and highly technological society, school dropouts are likely to encounter a series of costly personal difficulties and place undue economic and social burden upon society. For example, youth who drop out of school frequently lack training and skills essential to finding a productive and satisfying or secure place in the work world and will cost society billions of dollars in lost income, government revenue, and welfare payments (Jones, 1977).

Statistics available from government agencies such as the Bureau of Labor Statistics and the Wisconsin Department of Public Instruction have documented the extent of the problem. Research has adequately documented the characteristics of dropouts, their reasons for leaving school, and the consequences of their decisions (Kumar & Bergstrand, 1979; Novak & Dougherty, 1979). But little effort has been made to systematically examine the universe of ways in which schools and communities are attempting to deal with potential dropouts before they become statistics in the dropout records.

The principle objective of this study was to identify and catalogue the entire array of current programs and activities in Wisconsin which are specifically designed to help potential dropouts successfully complete high school. The study was the first phase and informational base of a project which will recommend a procedural model for developing comprehensive dropout prevention strategies involving students, school, parents, and community.

Method and Data Sources

Many school and community programs and services may function to keep individual students from dropping out of school, even though they have been designed and operated without that specific intention. Vocational education classes and athletic programs are commonly cited examples. This study sought to place some boundaries on its statewide investigation by focusing upon activities which are specifically intended to help potential dropouts complete high school. Consequently, one of the first tasks of the study was to develop a definition of the term "dropout prevention activity" which would adequately convey information needs to information sources. Based upon a literature review

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[1]This study was funded by the Wisconsin Governor's Employment and Training Office.

and suggestions from an advisory committee, dropout prevention activity was defined as any guidance or instructional strategy, service, or program which is specifically intended to prevent students from leaving school prior to high school graduation.

The broad scope of the study objective required a multifaceted approach to data collection. Telephone surveys, mail surveys, site visits, and desk reviews of reports and other documents were all used to identify current dropout prevention activities in the state.

Four major populations were contacted regarding dropout prevention activities provided by their institutions and agencies. These populations were 1) school district administrators, 2) Cooperative Educational Service Agency administrators, 3) Special Education Leadership Personnel, and 4) community-based agency directors and coordinators. A somewhat different data collection procedure, based upon characteristics of the population and the type of agency or institution represented, was used with each group.

School District Administrators

A telephone survey of all school districts in Wisconsin was conducted to: 1) identify school-sponsored activities, 2) collect descriptive information on programs identified, and 3) identify agencies and organizations outside the school system which sponsor dropout prevention programs. The survey instrument (attachment A) consisted of 22 items; some were structured response items and others were open-ended questions. Information sought included the number and characteristics of the student population served by the activity, links with the community, funding sources, and evaluation results. Districts which identified activities were asked to mail copies of reports and other descriptive documents to the investigators.

A letter describing the study and the upcoming interview preceded the telephone survey so that administrators would be prepared to respond to the 22 questions. Seven interviewers obtained responses from all 427 school districts in Wisconsin over a six week period during June and July of 1979. Every effort was made to initially speak with the district administrator; in some districts referrals were made to assistant administrators, directors of instruction or guidance, federal program coordinators, or other individuals with more knowledge of the district's dropout prevention efforts.

Each district's response regarding school-sponsored activities was verified by letter. A brief description of the activity, extracted from the responses to the telephone survey and any printed information which had been sent was enclosed. In districts without dropout prevention activities (as the project had defined them), a letter was sent which reiterated the purposes of the study and asked for verification

of that response. Several additional programs were subsequently identified by this follow-up procedure. Interviewers also contacted community sponsored activities which were identified, using a mail survey instrument constructed for administrators of such programs.

Cooperative Educational Service Agency (CESA) Administrators

The administrators of all 19 CESA offices were contacted by telephone, using the items on the telephone survey for school districts, with several minor modifications. CESA's are regional offices which function as a liason between member districts and the State Department of Public Instruction. They provide, cooperatively, needed services to school districts by contract with district boards and serve as a catalyst for improving education. CESA responses were also verified by mail.

Special Education Leadership Personnel

While many potential dropouts are youth with Exceptional Educational Needs (EEN), programs serving EEN youth are not necessarily school-based. Consequently, all Special Education Leadership Personnel identified by the Department of Public Instruction were also contacted. A mail survey was used to obtain their responses regarding programs that address the needs of potential dropouts beyond mandated services. Responses to the two-page survey concerning dropout prevention activities were verified using a procedure similar to that used to confirm school district responses.

Community-Based Organization Directors

Community-based organizations including the ten CETA Prime Sponsors in Wisconsin and all Community Action Agency Executive Directors were surveyed by telephone. A two-page mail survey was sent to administrators of dropout prevention programs or activities identified by these groups. Information similar to that obtained on school-sponsored programs was solicited. Responses were verified by mail, using an annotation procedure like that used for programs identified in the survey of school districts. Telephone follow-ups of some community-based activities yielded supplemental dropout prevention information.

In-Depth Reviews

Thirty programs and activities were selected from those identified through the school district survey for an investigation of effective

ingredients in dropout prevention. These programs were selected after careful examination of the following:

- district demographic data
- district dropout rates
- formal program documents (e.g., evaluation reports, curriculum guides)
- student population served (e.g., ages, numbers served, service to minorities)
- unique features
- representative of frequently cited strategy
- number of years in existence.

On-site reviews were fact-finding rather than evaluative. Open-ended interview questions (attachment B) were designed to elicit information without suggesting a bias which would constrain respondents. District administrators were asked five broad questions focusing on the community and dropout prevention. Twenty questions seeking specific program information were used in interviewing program directors and coordinators. Students were also interviewed in instances where they were available.

Twenty-five sites were selected for visits which were scheduled to minimize travel and conserve time and fuel. Two or more interviewers visited each site to facilitate recording of information provided in response to the questions. Teachers, guidance counselors, principals, and other interested personnel frequently joined the interviews with activity coordinators to add their perspectives.

The twenty site interview questions were also employed in completing five desk reviews. The information base for these reviews included proposals, evaluation reports, and other written materials supplied by the individual school districts.

Responses to the surveys and detailed reviews were separately tabulated to provide a summary perspective of dropout prevention efforts in Wisconsin. Characteristics of these activities and the factors perceived by program personnel as being key to an effective effort were of principal interest in the compilation of results.

Results

A total of 219 activities and programs in Wisconsin were identified as specifically designed to prevent students from leaving school prior to high school graduation. The four major populations contacted in this study reported the following:

- 134 school-sponsored programs or activities including 20 Work Experience and Career Exploration Programs (WECEP)
- 5 Cooperative Educational Service Area (CESA) based programs or activities
- 32 Exceptional Educational Needs (EEN) dropout prevention programs or activities (beyond those mandated by law), and
- 48 programs or activities provided through community-based organizations (41 of which indicated funding to some extent through CETA)

These programs and activities incorporated a wide variety of approaches and services including:

- remedial classes and basic skills
- reading programs
- tutoring programs
- motivational development activities
- alternative education programs or schools
- work experience activities
- on-the-job training
- counseling activities
- self-awareness classes
- school age parents programs
- work-study programs
- career education activities
- vocational/occupational education activities and classes
- evening and/or weekend classes

The underlying theme of many programs was to let students experience success and improve their own self-image. Frequently, this involved setting short-term attainable goals.

The dropout prevention activities and programs identified during this study have been individually described in a recent publication, Dropout Prevention in Wisconsin, Volume I: A Review of Programs and Activities.

Responses to the on-site interview questions provided some insight into the factors or ingredients which educators working with potential dropouts regard as most effective or essential to program success. The wealth of information can only be highlighted in this paper but has been reported in its entirety in Dropout Prevention in Wisconsin, Volume I: A Review of Programs and Activities.

Factors Key to Program Success. Program staff were questioned as to what factors they felt were key to program success. Their responses are reported in Table 1. They frequently identified the person(s) responsible for the program as the key factor. Many respondents emphasized that staff working with these students should be interested in the students, should be able to work well with other school staff and, ideally, should volunteer to work with the program rather than be assigned. Other key factors identified were categorized into school system support, support outside the school, parent cooperation, and program structure. No factor was universally identified as a key to program success.

Type of Personnel. In an effort to learn more about program staffing, the directors and coordinators were asked to identify the types of personnel who work directly with potential dropouts and their reasons for becoming involved. These results are presented in Table 2. The types of program personnel mentioned include program teachers, coordinators/directors, regular academic staff, counselors, aides, student tutors, parent/community volunteers, paraprofessionals, employers, administrators, and administrative assistants.

The size and nature of the staff varied, dependent upon the design and scope of the program. For example, one program is operated by one person; another, an alternative high school, has a staff of 45. Most programs operate with a small core of program staff, a program director or coordinator, and support personnel.

Many of the program staff volunteered to work with potential dropouts or had been hired specifically for the position. Program directors/coordinators frequently expressed the belief that staff who want to work with these students work best in this type of teaching position. Declining enrollments and budget controls, however, have forced some programs to use staff who have been offered a position with the program an as alternative to not having their contract renewed. A majority of program personnel reportedly work in dropout prevention programs for altruistic reasons such as wanting to give troubled kids a chance. Others want to take on a new challenge.

Staff Characteristics. Throughout the interviews, respondents repeatedly emphasized that people working directly with these students need to be "special" people. The staff characteristics which directors and coordinators reported as being most important for working with potential dropouts are reported in Table 3. Personality characteristics (e.g., caring, flexible, mature, people/child oriented, empathetic) were identified most often as being important. Ability to establish relationships with students was also frequently identified. These characteristics, based on the frequency with which they were mentioned, appear to be more important than professional preparation and work experience. The complete array of responses appears in Table 3.

Roles of Program/Activity Staff. The roles assumed by program/activity staff members cover a wide variety of responsibilities and tasks, ranging from serving as a substitute mother/father to completing paperwork and developing curriculum. The most frequently reported responses were "teaches" (16) and "counsels" (13). The responses regarding roles assumed by personnel are presented in Table 4.

Educational Importance

The problem of school dropouts is not merely an academic one. It is a problem that reaches into the labor market, social service networks, and other facets of our society. Dropouts cut across all ethnic, social, and geographic lines, and they drop out for a multitude of reasons. The findings of this study will help administrators, teachers, and other interested persons in the community to implement school-based strategies which help the potential dropout to complete high school.

The results of this study of dropout prevention efforts are serving as an informational base in the development of a dropout prevention strategy that can be adapted and implemented by the local school and community. In presenting an overview of the dropout prevention strategy currently being developed, several of the key concepts upon which it is based should be highlighted.

Because of the multitude of reasons why students drop out of school, the individual needs of the student, and the unique factors influencing the local environment and setting, no one program would be appropriate for every school, student, and community. Therefore, a comprehensive dropout prevention strategy that provides basic elements, yet allows the local school and community to choose and adapt the strategy to meet their specific needs, is being designed. Recognition of the need for a flexible approach is based upon 1) the characterisitcs of the potential dropout, 2) studies of existing dropout prevention efforts, and 3) the divergent nature of local school districts (especially in Wisconsin).

This comprehensive approach can be described as multi-dimensional in that it offers a variety of services, can be tailored to meet the unique characteristics of a school and community, and is both preventive and therapeutic in nature. While our suggested strategy is school-based, we stress the importance of both in-school and out-of-school parties to work together to encourage students to remain in school and to support them in their efforts.

Major research efforts to determine the factors that influence a student's decision to leave school have led to the conclusion that the nuclear family, the peer group, the community, the family-friend system, the school, and the individual are all significant and will vary from student to student. Reasons given by the students themselves for leaving

school before graduation range from "didn't see the value of school" to "personal, family problems" and "conflict with teachers," underscoring the variance among student perceptions (Novak & Dougherty, 1979). Other research has repeatedly demonstrated that the characteristics of potential dropouts are distinct and varied. Such descriptors as "verbally deficient," "overage for grade," "lacking basic skills," "exhibiting disruptive behavior," and "withdrawn" only hint at the wide range of problems of potential dropouts. An analysis of influences, expressed reasons, and characteristics allows no other conclusion than dropouts are individuals requiring a variety of services.

Dropout prevention strategies must also recognize that school districts can be vastly different. For example, in Wisconsin 50% of the districts have student enrollments under 1,000. Most of these districts are rural, isolated, and often extend up to 100 square miles. At the other end of the spectrum are nine urban districts that represent 26% of the school population in the state. Examination of these urban districts reveals that each differs as much from the others as they do from rural districts. Clearly a prescription for dropout prevention cannot fail to account for the variance in school districts.

Many dropout prevention techniques actually focus on the "therapeutic" treatment of a potential dropout after certain "symptoms" appear. Studies indicate that too frequently trying to treat the symptoms of 16 or 17 year olds is only a band-aid measure. While these techniques can be successful at times, they do not combat the underlying problems of the potential dropout until it is often too late. At this age, dropping out of school can be far easier for the student than remaining in school.

The dropout prevention strategy being developed includes prevention oriented techniques and methods that combat the factors underlying a student's dropping out of school. Ability in reading skills, other basic skills, and social skills are extrememly important in grades K-12. A good or positive concept of oneself is also reported to be crucial. These abilities and attitudes need to be developed by the family and community in early childhood. Likewise, educators need to help students in these areas beginning in kindergarten. Many educators conclude that it is essential to prevent early failure in school. Special and sometimes individualized help at an early age can alleviate the need to pursue a band-aid approach with juniors and seniors in high school.

Educators believe that potential dropouts can sometimes be identified as early as the first grade. It has been suggested that when an elementary child fails a grade or fails reading, the teacher and district staff should be alert to the fact that this student needs special attention. Several factors that can be used as indicators of potential dropouts by elementary school staff include:

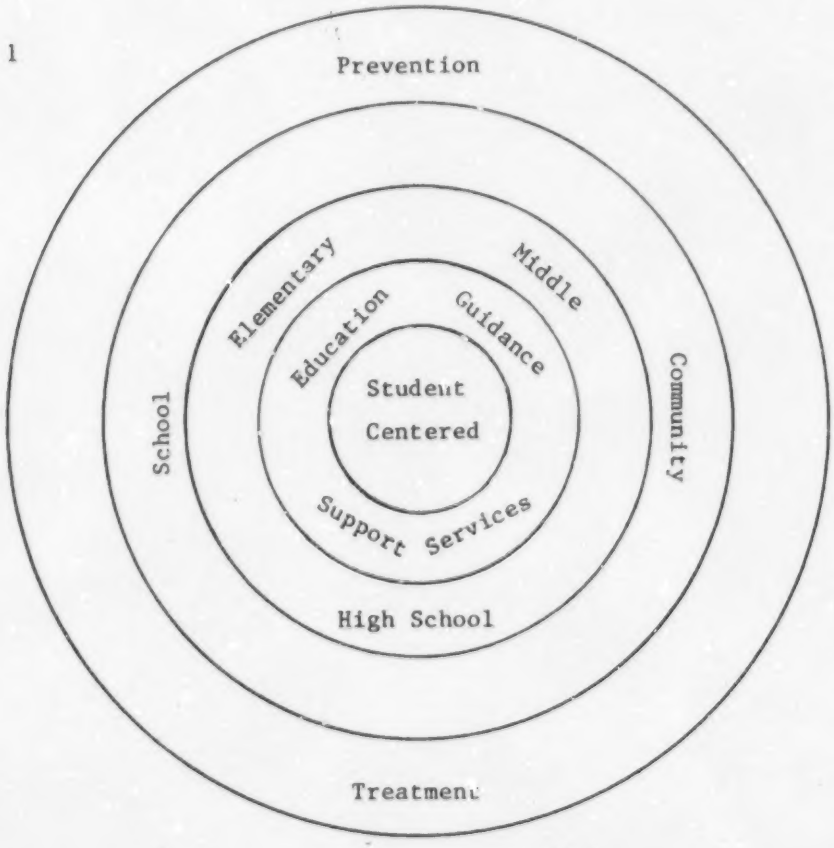
·failure of grade or failure in reading

- lack of basic skills; inability to read at appropriate grade level
- low educational level of parents
- siblings or parents have been dropouts
- disruptive behavior and rebellious attitudes toward authority
- excessively stressful home life
- low level of self-esteem
- absence of father from home

While students can be identified in the early grades, it is pointed out that identifying primary grade children as needing special help does not mean that these children need to be specifically labeled as potential dropouts. Preventive actions at this level include allowing every child to experience success at something in school. This feeling of success - which need not necessarily be academic success - is important in keeping children interested in school and in just wanting to come to school.

In summary, both prevention and therapeutic approaches, along with a comprehensive range of services, need to be implemented in grades K-12 at the local level in order to combat the dropout problem in a coordinated and comprehensive manner. Figure 1 illustrates the design of the dropout prevention strategy, incorporating the basic elements addressed.

Figure 1



First, it is student-centered; that is, it is designed so that the unique needs and characteristics of the individual are considered. Second, it offers a variety of services and activities falling under the broad areas of education, guidance, and support services. Third, the strategy includes techniques and methods at all levels in grades K-12. Fourth, these activities and services are provided for students through both the school and the community. This element follows a "multiple approach" strategy in that a commitment to dropout prevention - and the offering/availability of resources and techniques - cannot and should not be left entirely up to the school. Finally, the concept of both preventive and therapeutic activities encompasses the total structure. The dropout prevention strategy being developed is based on this total effort of community and educators working together to make a significant impact on potential dropouts, now and in the future.

Activities which will follow the completion of the comprehensive dropout prevention strategy will include development of staff training materials, implementation of the strategy at demonstration sites, and technical assistance to schools and communities working toward keeping more students in school until graduation.

References

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Table 1

Factors Identified as Being Key to Program Success

N=25

Factors (in response to open-ended question)	Frequency of Response
School System Support	
guidance department and counselor support	3
close working relationship of other teachers	3
working relationship and cooperation with staff - doesn't work in isolation	3
staff recognition of problem	2
administrative support	2
support of school board	2
sufficient money	1
involvement of non-program staff	1
sanction and endorsement of school district leadership	1
strong LVEC support	1
referral of students to program	1
sufficient clerical help	1
Support Outside the School	
advisory committee	3
support from employers - work experience opportunities	2
working relationship and cooperation with staff	2
meeting needs of minority community (high program visability to minority community and addresses national minority concerns)	2
committee reviewing local needs was composed of cross-section of community members	1
good relationship with newspapers	1

(continued)

Parent Cooperation	
home visits	3
parenting class (helping parents cope and work with children)	2
contact parents weekly	1
knowing parents personally	1
parent cooperation	1
Project Staff	
staff person(s) responsible for program	7
significantly involved in program	1
continuity of staffing	1
consistent - willingness to teach	1
voluntary staffing	1
staff plans together	1
Structure of Program	
low student/teacher ratio - small groups	7
providing students with a success experience	5
location of program	
- centrally located in regular building	1
- separate site - difficult students	4
- attractive and comfortable facility	1
individualized attention/program	3
selection process	3
outside speakers coming in	2
development of self-concept	2
voluntary program	2
interwoven into regular educational program	2
structured, ironclad rules	2
values clarification	2
stipends and/or rewards (e.g., field trips)	2
flexible schedule	2
set realistic goals with students	2
relationships that develop between students and staff	2

(continued)

schedule is structured - students are accountable for entire school day	1
personal development and career education component	1
when students are mainstreamed, they are mainstreamed in a small group, not alone	1
incorporated study time in class time	1
avoidance of scheduling classes with students and teachers who don't get along	1
development of study skills	1
referral of students	1
student input board	1
appropriate class offerings/activities for this kind of student	1
materials appropriate for ability/skill level	1
supplementary learning activities available	1
set expectations for students based on middle class values (work ethic)	1
downplay of competition	1
student accountable for own behavior	1
no drugs permitted or tolerated	1
no credits, no grades - diploma given when total sequence completed	1
students can see progress through daily grades	1
senior tutors - receive credit for tutoring	1
not making an issue out of things like smoking	1
learning to develop interpersonal relationships	1
a friendly place to come	1
part-time programs	1
students develop relationship and identity to program and persons in program	1
students have access to special education work assessment center	1
limited size	1
limited scope	1
student attitude toward program (flexible, freedom from bureaucracy)	1

(continued)

relevant to student needs, tailored education	1
time can be used more variably - not locked in	1
half day	1
remediation	1
students select own schedule/teacher	1
extended hours	1
no study halls	1
no clubs, sports, dances (not into cliques)	1
enjoy non-competitive sports	1
mainstreamed with individualized courses	1

Table 2

Type of Personnel Working Directly with Program Students

Identified Personnel (in response to open-ended question)	Frequency of Response
program teacher	12
coordinator/director	8
regular academic staff	8
counselors	7
aides	4
students	2
parent/community volunteers	2
paraprofessionals	1
employers	1
administrators	1
administrative assistant	1

Table 3

Characteristics Suggested as Being Important to Program/Activity Staff N=25

Characteristics (in response to open-ended question)	Frequency of Response
Personal Characteristics (and experiences)	
people/child oriented (not subject oriented); humanistic	7
empathetic, able to understand problems/ sympathetic to student needs	6
patient	5
sense of humor	5
flexible	4
understanding	3
enthusiastic	2
outside interests, not just work	1
has personally experienced failure or trouble	1
caring individual	1
leadership ability	1
interpersonal skills	1
mature	1
mix of harmony and dynamic tension	1
energetic	1
motivated	1
consistent	1
ready to share feelings	1
trusting, confident	1
persistent	1
versatile, creative	1
philosophical	1
(program should have more than 1 staff member so that students have opportunity to relate to more than a single personality)	1

(continued)

Relationship with Students	
interest in kids, cares for kids, likes kids	14
identifies with these kids, relates with these kids	3
believes that mistakes can be reversed, feels these students are not a lost cause, is able to see potential	2
flexible to listen and compromise, but not wishy-washy	2
holds high expectations for these students	1
doesn't play games with students; is honest with self and students	1
can handle kids	1
Professional Preparation	
classroom/teaching experience	4
elementary education background	4
vocational orientation/philosophy of vocational education	2
social studies background	2
degree in counseling	1
recent credits in counseling	1
psychology/counseling background	1
elementary and/or junior high education background	1
excellence in professional preparation	1
qualifications not important	1
Teaching Ability (especially with potential dropouts)	
willingness to work with students on a one-to-one basis; individualizes materials and learning experiences	5
volunteers to work with potential dropout population	3
able to organize and follow-through	2
exhibits extreme firmness but fairness	1
able to deliver education	1
willingness to experiment	1

(continued)

has long term commitment	1
committed beyond the call-of-duty	1
good teacher	1
willingness to work with adolescents	1
imaginative (able to use freedom of less structured classroom or program)	1
able to detect student problems	1
manipulative skills	1
agrees with goals of alternate humanistic education	1

Work Experience

comes from within school system knows people, way around, etc.)	5
24 hour experience around kids outside of school or family situation (e.g., camp counselor, YMCA)	2
minimum of 3 years teaching experience	1
work experience other than teaching	1
experience is important, but not prerequisite	1
well-respected member of faculty; enjoys respect of colleagues	1
experience with minority populations	1
excellence in professional experience	1

School/Community/Parent Orientation

promotes public relations with community/ parents	2
recognizes need for program	1
ability to sell program to other school staff (public relations)	1
knowledge of community	1
able to accept family background and home during family visits	1

Self-Concept

doesn't take self too seriously	2
able to be self	1
strong sense of own values	1
has self together	1

Table 4

Identified Roles of Program/Activity Staff

N=25

Roles (in response to open-ended question)	Frequency of Response
The staff member...	
teaches	16
counsels	13
tutors	7
participates in referral and selection of students	6
monitors study hall	4
directs/coordinates program	4
bridges gap between program and teachers - meets with teachers	4
is a disciplinarian	3
serves as a mother/father	3
evaluates program	3
makes home visits	3
provides remedial help	3
is compassionate	2
locates work stations and places students	2
maintains records	2
completes paperwork	2
plans for individual students	2
makes parent contacts (not home visits)	2
advises students	2
provides opportunity for success in academic areas	2
does everything	2
helps students improve self-image	2
helps students develop organization and study skills	2
acts as advocate for students and program	2
conducts research	2
develops curriculum	2
provides special help	1
helps students develop basic skills	1

ATTACHMENT A

District Administrator Telephone Survey

_____ _____ _____ _____

name of person responding to survey | school district | date | interviewer

1. What is the title or name of the specific dropout prevention activity or program?

   _____

2. What is the desired end result of an individual's participation in the activity or program? (For example, to stay in school until graduation, to be integrated back into the regular school program, etc.)

3. How many students are served by this program or activity during a 12 month period?

   _____

4. Approximately what percentage are: female_____male_____

5. Approximately what is the age range of the students involved?_____

6. Is the activity or program aimed at any specific grade levels?

   Yes_____ No_____

   If yes, what grade levels?_____

7. Approximately what percentage of the students served are:

_____economically disadvantaged	_____White (or Caucasian)
_____academically disadvantaged	_____Black
_____physically, mentally or emotionally handicapped	_____Spanish Surname (Mexican Am)
_____school aged parents	_____Native American (Am. Indian)
_____other _____	_____other_____

8. Which of the following are major learning experiences or teaching strategies involved in the activity or program?

_____work experience

_____training in job skills

_____remedial education

_____gifted student programs

_____personal counseling

_____other_____

_____

_____career counseling & career information

_____employability skills (getting and keeping a job)

_____other_____

_____other_____

_____

9. What types of support services are available to the student through this activity or program?

_____social worker (social services)

_____financial aid

_____tutoring

_____health services

_____personal counseling

_____career counseling

_____job placement services

_____other_____

_____other_____

_____other_____

10. Does this activity or program have any links to programs or services <u>not</u> sponsored by the school or school district?

Yes _____ No _____

If yes, what are these agencies or organizations?

11. Are parents involved in the activity or program? Yes_____ No_____
If yes, how are they involved?

12. Is the community involved in the activity or program? Yes_____ No_____
If yes, how is it involved?

13. Which of the following ways are used to identify students for involvement in this activity or program:

_____counselor referral

_____teacher referral

_____social worker referral

_____law enforcement agency referral

_____community agency/organization referral

_____parent referral

_____student request

_____other_____

14. When is the activity or program offered:

_____during school time (days)

_____during the school week

_____during the regular school year

_____during the evening

_____during weekends

_____during the summer

_____other_____

15. Where is the activity or program offered:

_____in-school site

_____out-of-school site

_____both

16. Has there been any evaluation of this activity or program? Yes_____ No_____

Are there any written evaluation materials? Yes_____ No_____
If so, could you send us a copy of the reports: Please send them to:

Jan Novak
Wisconsin Vocational Studies Center
972 Educational Sciences Building
1025 West Johnson
Madison, WI 53706

Also, do you have any other written materials which you can share?

Yes_____ No_____ If so, what do you have:

_____proposals

_____progress reports

_____publicity brochures, pamphlets

_____news releases/press releases

_____public service announcements

_____other_____

_____other_____

Could you please send them to the same address (Jan Novak)? Thank you.

17. What indicators of effectiveness do you use in evaluating this activity or program? (For example, absenteeism rates, academic performance, self-concept or program expansion.)

18. How long has this activity or program been going on?

_____less than 1 year

_____1 to 2 years

_____3 to 4 years

_____5 or more years

19. Is your activity or program modeled after another program? Yes_____ No_____
If so, what is the name of the program?_____

_____

Where is it located?_____

Who can we contact about it?_____
name

_____
address (if available) phone (if available)

20. What percentage of the cost of this activity or program is covered by the following sources:

_____local funds _____federal funds _____other_____

_____CETA funds _____state funds _____other_____

21. Are there any unique or special practices or programs in your school or school district which you feel contribute to students staying in school?

Yes_____ No_____

If so, could you give me a little information about it/them?

22. Can you identify any dropout prevention activities or programs outside of the school that contribute to your students staying in school? (For example, a CETA program, university extension program, etc.)

Yes_____ No_____

If yes, could you give me some information about the activity(ies) or program(s)....such as

a. _____ _____ _____ _____
activity/program name agency/organization contact person phone no

(optional) program/activity description:

b. _____ _____ _____ _____
activity/program name agency/organization contact person phone no

(optional) program/activity description:

c. _____ _____ _____ _____
activity/program name agency/organization contact person phone no

(optional) program/activity description:

District Administrator Referral

NO ACTIVITIES OR PROGRAMS _____ REFERRED TO OTHER PEOPLE_____

_____ referred me to the following people:
Name of District Administrator

1. _____ _____ _____
name title phone no.

_____
name of activity/program

2. _____ _____ _____
name title phone no.

_____
name of activity/program

3. _____ _____ _____
name title phone no.

_____
name of activity/program

(NOTE: IF YOU NEED MORE SPACES FOR RECORDING REFERRALS, PLEASE WRITE THE INFORMATION ON THE BACK SIDE OF THIS SHEET.)

QUESTIONS TO ASK DISTRICT ADMINISTRATOR/OR REFERRAL PERSON if they refer you OR if they don't have any activities or programs.

_____ _____ _____
name of person responding to questions | school district | date

1. Are there any unique or special practices or programs in your school or school district which you feel contribute to students staying in school?

Yes _____ No_____

If so, could you give me a little information about it/them?

2. Can you identify any dropout prevention activities or programs outside of the school that contribute to your students staying in school? (For example, a CETA program, university extension program, etc.)

Yes_____ No _____

If so, could you give me some information about the activity(ies) or program(s).....such as

a. _____ _____ _____ _____
activity/program name agency/organ. contact person phone no.

(optional) program/activity description:

b. _____ _____ _____ _____
activity/program name agency/organ. contact person phone no.

(optional) program/activity description:

c. _____ _____ _____ _____
activity/program name agency/organ. contact person phone no.

(optionsl) program/activity description:

ATTACHMENT B

ON-SITE INTERVIEWS

QUESTIONS FOR PROGRAM DIRECTORS/COORDINATORS

1. Why don't we start by you briefly summarizing your program and its major objectives?

2. Can you tell us what you think are the key factors that make your program successful?

3. How are potential dropouts identified? How are the program participants selected?

4. What specific kinds of things are taught and learned in your program?

5. What types of incentives and rewards are used?

6. What kinds of guidance and counseling services are provided for the students in the program?

7. What kind of assessment of local needs was conducted in the development of your program?

8. Who works directly with the students in your program? Why did they become involved?

9. What are the roles of the staff members?

10. What is the staff scheduling for your program?

11. What have you found to be the most important staff characteristics and qualifications for working with the students in your program?

12. What effect, if any, has the setting had on your program?

13. What kind of support does your program get from your entire school staff?

14. Does your program have an advisory committee? If so, who serves on that committee and why were they selected? What are it's functions?

15. In what ways are parents involved in the program?

16. What kind of cooperation is there between your program and post-secondary schools?

17. In what ways are other people in the community involved (e.g., social service agencies, local business and industry, labor and civic organizations)?

18. What kinds of records are kept on students in the program? How are they used?

19. How has your program been evaluated? Have there been any follow-up studies?

20. Are there any additional things about your program which we haven't discussed?

NOTE: Be sure to ask program coordinator for 1) a bibliography of resources used in the program, and 2) any other materials they have available (e.g., pre- and post-tests, lesson plans, psychological tests, handouts, readings).

QUESTIONS FOR DISTRICT ADMINISTRATORS

1. How does your entire school staff feel about the dropout problem (including administration at district and school building levels)?
2. What kind of support does your program get from your entire school staff?
3. How does your school board feel about the dropout problem?
4. Has the community demonstrated concern for the dropout problem? If yes, how?
5. What kind of cooperation is there between your program and post-secondary schools?
6. Are there any additional things about dropout prevention you would like to bring to our attention?

QUESTIONS FOR PROGRAM PARTICIPANTS

1. How do you feel about this program?
2. What do you think the program has done for you?
3. Are there any changes you would like to see in this program?